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ABSTRACT

Twenty-five coastal field study investigations, comprising this supplement to a junior high school earth science curriculum, are designed to help students obtain a fuller understanding of: (1) their coastal environment, (2) some of the problems which confront it, (3) the interrelationships between the land and the surrounding bodies of water, and (4) the opportunities for individuals to effectively work toward solutions to environmental problems. Each lesson includes key concepts, competency goals, objectives, site description, materials, vocabulary, procedure, and source of activity when appropriate. Some of the topics covered are currents, waves, tides, dunes, slope, velocity, mapping, salinity, water hardness, soil, light intensity, and evaporation. Appendices provide further information and tests. (DC)

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ED211365

A GUIDE

TO FIELD STUDIES

FOR THE

COASTAL ENVIRONMENT

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PROJECT CAPE TEACHING MODULE

Developed under an ESEA Title IV-C Grant

Dare County Board of Education
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SC2

TITLE:	**A GUIDE TO FIELD STUDIES FOR THE COASTAL ENVIRONMENT**
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SUBJECTS:	**Science, Earth Science**
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Project CAPE Publication SC2

June, 1981

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UNIT CONCEPTS

WATER AND NATURE

Water affects non-living things.

1. Water determines climate.
2. Water causes erosion and deposition.
3. Waves, tides, rain, snow, and ice shape the planet's profile.

PREFACE

Today's youth will soon be assuming important roles as adult citizens in our society. To an increasing extent the decisions which they will be asked to make and the votes they cast will be concerned with the environment. As teachers, we need to assist our young people in acquiring the experiences, knowledge and concern necessary for making informed environmental decisions.

Project CAPE has embarked on a comprehensive marine education program to be infused into the K-12 curriculum and link with subject matter areas which most closely relate to the coastal environment. This publication contains a collection of coastal investigations to supplement the junior high school earth science curriculum. It is hoped that these investigations will enable you to help your students obtain a fuller understanding of: (1) their coastal environment, (2) some of the problems which confront it, (3) the interrelationships between the land and the surrounding bodies of water, and (4) the opportunities for individuals to effectively work toward solutions to environmental problems.

"Coastal Field Studies" has been designed to aid teachers in conducting coastal field investigations. This collection of twenty-five activities is not meant to be a complete curriculum in coastal studies; rather, the primary objective is to provide ideas for investigating the environmental factors that prevail in coastal habitats. Each teacher is encouraged to choose the lessons and the sequence to organize a module that will meet the specific needs of your class. Such factors as available time, available resources and

materials, the number of students, the intellectual maturity and manipulative skills of your pupils and the types of coastal habitats available will certainly be considered in determining the exact composition of a module to be used on your field trip to the coast.

Many investigative strategies in this field guide have been taken from various sources. In such cases, the sources have been given at the end of the lesson. All lessons have been planned to emphasize certain concepts and to achieve specific learning outcomes or obejctives. Each lesson has been structured to reinforce specific competency goals selected from Competency Goals and Performance Indicators, K-12, published by the North Carolina State Department of Public Instruction.

Finally, to understand coastal environmental relationships requires effort, but these activities should provide pleasure for your students. The contributors to this publication hope that you and your students will find enjoyment in carrying out the investigations and we welcome your response to this publication.

--Carolyn H. Hampton

CONTENTS

Page

LIST OF FIGURES iii

Lesson

1. LONGSHORE CURRENTS. 1
2. WAVE PERIOD 3
3. WAVE HEIGHT 5
4. WAVE FREQUENCY. 7
5. TIDE STUDIES. 9
6. WATER TABLE STUDIES 12
7. DUNE STABILIZATION. 14
8. SLOPE DETERMINATION 17
9. DUNE PROFILE EMPLOYING FIELD SURVEY TECHNIQUES 21
10. STRIKE AND DIP. 27
11. BEACH SAND GRAIN STUDY. 29
12. STREAM SURFACE VELOCITY 31
13. STREAM VOLUME OF FLOW 34
14. MAPPING: USING THE BEARING-INTERCEPT METHOD. 36
15. SALINITY. 40
16. WATER HARDNESS. 43
17. SOIL TEMPERATURE. 45
18. SURFACE SOIL PERCOLATION. 46
19. SOIL SAMPLING 48

Page

20. SOIL HUMUS ANALYSIS 50

21. OBSERVATIONAL SOIL ANALYSIS 53

22. LIGHT INTENSITY 55

23. RELATIVE EVAPORATION. 58

24. WIND SPEED AND DIRECTION. 61

25. AIR TEMPERATURE 65

APPENDIXES

A. TOOL CHEST. 66

B. COASTAL ENVIRONMENT TABULATION CHART. 71

C. HOW TO READ AND OBTAIN A TIDE TABLE 73

D. THE FIELD NOTEBOOK AND PROPER SAMPLING TECHNIQUES 75

E. PROTECTION OF THE ENVIRONMENT 77

F. UNIT TESTS. 79

BIBLIOGRAPHY. 86

FIGURES

Figure		Page
1.	The Parts of a Wave	3
2.	The Parts of a Wave	5
3.	The Parts of a Wave	7
4.	Proper Positioning of Measuring Rod and Stake	11
5.	Sample Graph of Water Table Data	13
6.	Dune Stabilization	15
7.	Simple Clinometer	18
8.	Correct Position of Clinometer	19
9.	Sample Graph and Data for Plotting a Profile	20
10.	Sighting Rod	21
11.	Proper Positioning of Equipment and Students	24
12.	Chart of Hypothetical Data	24
13.	Sample Graph Profile of Hypothetical Data	25
14.	Compass Showing N-S and Dune Orientation	28
15.	Thrupp Apparatus	32
16.	Ripple Pattern Formed by Thrupp Apparatus	32
17.	Positioning of Pinning Boards in the Field	37
18.	Sample Data and Arrangement of Pinning Boards Needed in Mapping	38
19.	Cylinder with Candle Floating Correctly	41
20.	Light Proof Package	56
21.	Test Tube with Proper Masking Tape Position	59
22.	Bent Paper Clip and Proper Position on the Test Tube	59

Page

23. Proper Position of Filter Paper 60

24. Cone Construction 62

25. Cone Holder 62

26. Straw and Foil Assembly 63

27. Homemade Level 67

28. Measuring Rod 68

29. Float Construction 70

Lesson Number: 1

LONGSHORE CURRENTS

KEY CONCEPTS

1. There is very often a current running parallel to shore called a longshore current.
2. The speed of a longshore current can be measured.

COMPETENCY GOALS

1. The learner will demonstrate the ability to use space/time relationships.
2. The learner will demonstrate the ability to measure.
3. The learner will demonstrate the ability to interpret data.
4. The learner will develop skill in constructing simple equipment.

OBJECTIVES

1. The student will recognize that longshore currents exist and understand their nature.
2. The student will measure distances and make time distance computations.

MATERIALS

30 m. long string or other comparable measuring instrument (tape measure)
two stakes approximately 1.5 m. long
float (see APPENDIX A: TOOL CHEST)
watch with a second hand or a stop watch
fishing rod and reel with a lure (OPTIONAL)

VOCABULARY

Longshore current - a current running parallel to the beach caused by waves hitting the beach at an angle.

PROCEDURE

1. Pour sand into the jug until a level is reached to keep the jug floating very low in the water. This can be done by checking the float level after adding sand. By adding enough sand to keep the jug fairly low in the water, the effects of wind on the experiment are reduced.

2. Place one stake in the sand on the beach.

3. Using the measuring "string", place the second stake 30 m "up or down" the beach at approximately the same distance from the water.

4. Have one student stand behind each stake sighting directly out into the ocean.

5. Toss the jug float into the ocean (or wade out and place it) beyond the first set of breakers. This should be done outside the stake zone area. If the jug floats away from the stake zone, retrieve it and go to the other side of the stake zone and toss it into the water.

6. Using a watch, measure and record the time it takes for the float to travel from one stake sighting to the other.

7. Follow this procedure several times and average the results.

8. Compute the velocity of the longshore current by using the following formula:

$$\text{Velocity} = \frac{\text{Distance}}{\text{Time}}$$

9. Record the velocity in your field notebook.

* If the float moves out into water too deep to retrieve safely, a good angler with a fishing rod and reel and hook can retrieve it.

* This activity should be done at several spots along the beach to determine if the speed of the longshore current changes. For example, check the current closer to an inlet or jetty.

SOURCES

Eighth Grade: Beach Investigation. Jensen Beach, Florida: Martin County Schools Environmental Studies Center, 1976, pp.2-3.

Lesson Number: 2

WAVE PERIOD

KEY CONCEPT

1. Wave period is the length of time it takes for one wave cycle (crest to crest or trough to trough) to pass a certain point.
2. The period for an ocean wave can be measured.

COMPETENCY GOALS

1. The learner will demonstrate the ability to use space/time relationships.
2. The learner will demonstrate the ability to measure.

OBJECTIVES

1. The student will measure the period of a wave.
2. The student will use an operational definition of the period of a wave.

MATERIALS

2-3 m long stake (The measuring rod from APPENDIX A: TOOL CHEST can be used.)
watch with a second hand or stop watch

VOCABULARY

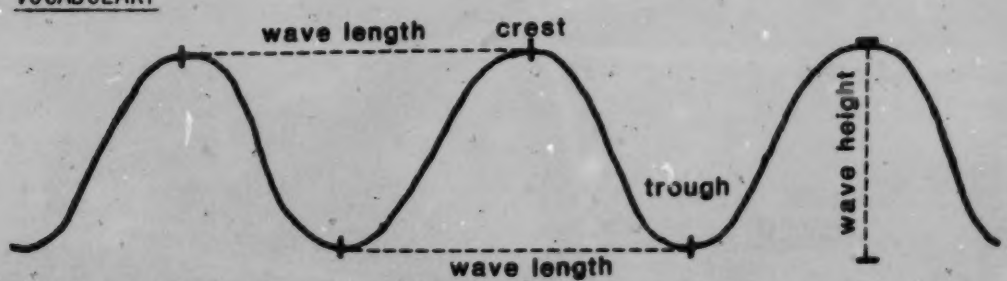


Figure 1. The Parts Of A Wave.

One cycle equals one complete wave (crest to crest or trough to trough).

PROCEDURE

WET METHOD

1. Have a recorder and a timer on the beach.

2. Send one student into the water just beyond the breakers with the stake.

3. Holding the stake vertically, the observer should signal the timer to begin timing when either a crest or a trough is on the stake. When the next crest or trough is on the stake the observer should signal the timer again. The recorder should record the length of time taken. This time is the period of the wave. The period can be calculated using either the crest to crest or the trough to trough time.

DRY METHOD

1. Have a recorder, timer and observer on the beach.

2. The observer should sight off a stationary object in the water as the holder did in step number 3 in the WET METHOD. The period can be calculated using either the crest to crest or trough to trough time as in step number 3 WET METHOD.

CAUTION: Surf conditions may warrant use of the DRY METHOD.

SOURCE

Eighth Grade: Beach Investigation. Jensen Beach, Florida: Martin County Schools Environmental Studies Center, 1976, p.5.

Lesson Number: 3

WAVE HEIGHT

KEY CONCEPTS

1. The vertical distance from the highest point of a wave (crest) to its lowest point (trough) is its height.
2. The height of an ocean wave can be measured.

COMPETENCY GOALS

1. The learner will demonstrate the ability to measure.
2. The learner will demonstrate the ability to use space/time relationships.
3. The learner will develop skill in constructing simple equipment.

OBJECTIVES

1. The student will learn how to measure the height of a wave.
2. The student will learn an operational definition of wave height.
3. The student will make a simple field measuring instrument.

MATERIALS

measuring rod (see APPENDIX A: TOOL CHEST)

VOCABULARY

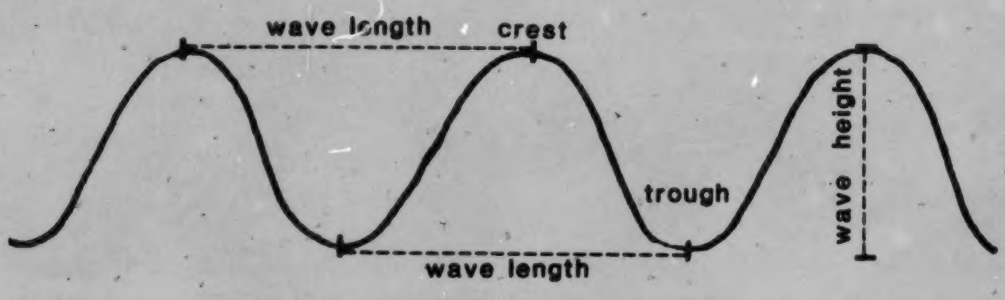


Figure 2. The Parts Of A Wave

PROCEDURE

WET METHOD

1. Have a student recorder on the beach to record the data.

2. Send one student with the measuring rod into the water just beyond the breakers. Have this student measure the distance from the highest point the wave makes on the stick by holding the stick vertically in the sand. The lowest point measurement and the highest point measurement can be called ashore to the recorder to make computation easier on the wet student. The difference between these two amounts will give the height of the wave.

DRY METHOD

1. Locate a piling or some other stationary object sticking up out of the water.

2. Estimate by sight the distance from the water's high point on the piling to the water's low point on the piling. This will give you a rough estimate of the wave height.

* Another way to estimate wave height is to use a straight object (pen, pencil) to sight along. At a location either "up or down" the beach from the piling, hold the pencil out at arm's length. Sight along the pencil so that the top of the pencil corresponds to the highest water point on the piling. When the lowest point on the piling is realized, spot and mark it on the pencil with the thumb. Now the distance on the piling (wave height) corresponds to the distance on the pencil. Move the hand toward shore and have another student measure (by pencil holder's directions) the "pencil distance" horizontally on the beach (use a calibrated stick). The student doing the measuring should be slightly to the other side of the piling from the pencil holder (the distance from the measurer should be approximately equal to the distance from the pencil holder to the piling).

CAUTION: Surf conditions may warrant use of the DRY METHOD.

Lesson Number: 4

WAVE FREQUENCY

KEY CONCEPTS

1. Wave frequency is the number of complete wave cycles (crest to crest or trough to trough) to pass a fixed point in a given amount of time.
2. Ocean wave frequency can be computed.

COMPETENCY GOALS

1. The learner will demonstrate the ability to use space/time relationships.
2. The learner will demonstrate the ability to measure.
3. The learner will demonstrate the ability to use numbers.

OBJECTIVES

1. The student will calculate the frequency of a wave.
2. The student will use an operational definition of the frequency of a wave.

MATERIALS

2-3 m long stake (The measuring rod from APPENDIX A: TOOL CHEST can be used.)
watch with a second hand or stop watch

VOCABULARY

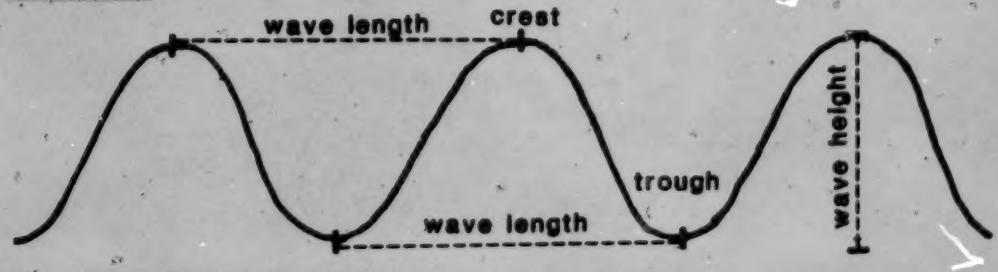


Figure 3. The Parts Of A Wave

One cycle equals one complete wave (crest to crest or trough to trough).

Frequency equals the number of cycles divided by the number of units of time.

PROCEDURE

WET METHOD

1. Place a student recorder and student timer on the beach.

2. Send a student observer into the water just beyond the breakers with the stake.

3. Holding the stake vertically, the holder should signal the timer to begin timing. To achieve the best results, this signal should be given when a crest or trough is on the stake. The observer should count a number of crests or troughs (depending on the one chosen) to pass the stake (maybe 5-10). When the "number" is reached, the observer should signal the timer. The recorder should then record the number of crests or troughs and the time taken.

4. Compute the frequency of the waves using the formula

$$F = \frac{\text{Number of cycles}}{\text{Number of units of time}}$$

DRY METHOD

1. Follow the procedure in the WET METHOD except do not send a student with a stake into the water. Locate a stationary object (piling) in the water. Make sightings off the piling using the same procedure as step number 3 in the WET METHOD.

2. Compute the frequency as in step number 4 WET METHOD.

   CAUTION: Surf conditions may warrant use of the DRY METHOD.

Lesson Number: 5

TIDE STUDIES

KEY CONCEPTS

1. Tides are the alternate rising and falling of the surface of the ocean.
2. There is a low point called low tide.
3. There is a high point called high tide.
4. The vertical and horizontal tidal rises on a beach can be measured.

COMPETENCY GOALS

1. The learner will demonstrate the ability to measure.
2. The learner will demonstrate the ability to use space/time relationships.

OBJECTIVES

1. The student will recognize that tides exist.
2. The student will recognize that vertical tide-rises in the same general area are equal.
3. The student will recognize that horizontal tide-rises measured on a beach are affected by the slope of the beach.

SITE DESCRIPTION

Select two spots on the beach. Location "A" should have a relatively flat slope and location "B" should have a relatively steep slope.

MATERIALS

tide tables (see APPENDIX C: HOW TO READ AND OBTAIN A TIDE TABLE)
2 stakes (1 m long each)
2 stakes (3 m long each)
waterproof marker

measuring rod (see APPENDIX A: TOOL CHEST)
hammer
roll of strong string

PROCEDURE

1. Try to begin this lesson at low tide.

2. At location "A", drive one 3 m stake into the sand at the uppermost wash of the water at low tide. Make sure it is securely in the sand. Follow the same procedure for location "B".

3. Mark the level of the water (or sand level) on each 3 m stake with the marker.

4. Tie one end of a substantial length of string to the stake at location "A". Stretch the string from the 3 m stake up onto the beach and at some point above the high tide line, drive in a 1 m stake. Tie the other end of the string to it. Follow this same procedure for location "B". See Figure 4.

5. Leave the stakes there and return at high tide.

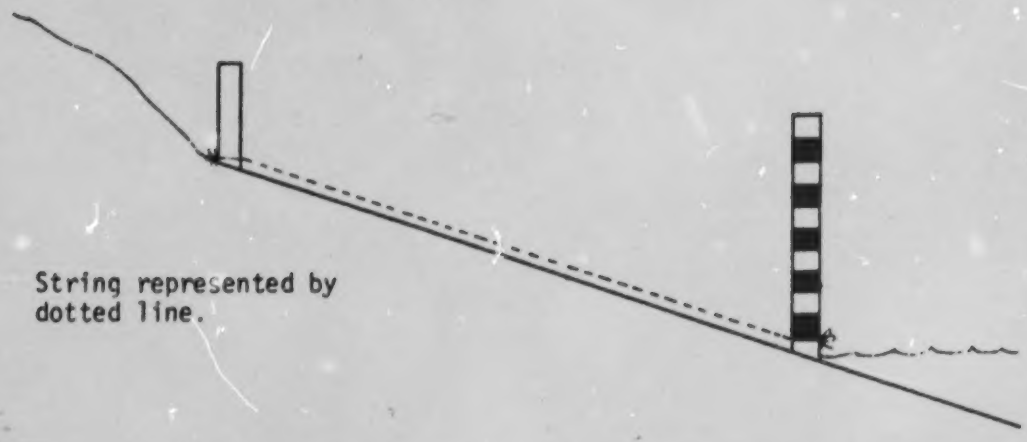
6. At high tide, pull up the 1 m stake and move it to the uppermost wash point of the water on the beach. Retie the string (taunt) to the 1 m stake. Follow this same step for location "B". See Figure 4.

7. Observe and record the highest vertical water level on the 3 m stake at each location.

8. Remove the 3 m stake by pulling on the string.

9. Stretch out the string on the beach and measure the distance between the 3 m and 1 m stakes. This will give the horizontal tide rise. Perform this step and record the data for each location.

Location A or B (Low Tide)



Location A or B (High Tide)

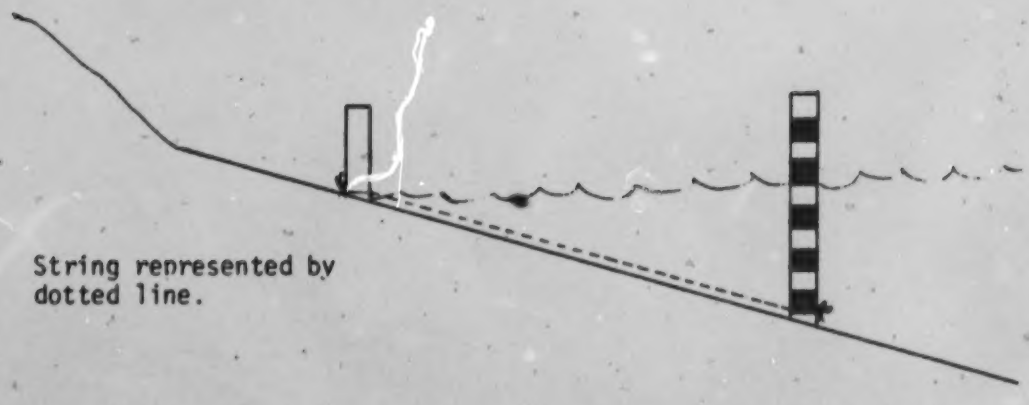


Figure 4. Proper Positioning of Measuring Rod and Stake

Lesson Number: 6

WATER TABLE STUDIES

KEY CONCEPTS

1. There is a point below the ground level that water exists called the water table.
2. The water table is at different depths at different locations.
3. As a general rule on a barrier island, the further toward the center of the island, the deeper the soil is that is overlying the water table.

COMPETENCY GOALS

1. The learner will demonstrate the ability to measure.
2. The learner will demonstrate the ability to interpret data.

OBJECTIVES

1. The student will recognize what the ground water table is.
2. The student will determine that the water table depth varies from location to location.
3. The student will deduce that as a general rule on a barrier island, the further toward the center of the island, the deeper the water table.

SITE DESCRIPTION

Try to use a beach location with a generally increasing slope from the water's edge to the dune area.

MATERIALS

measuring rod (see APPENDIX A: TOOL CHEST) or meter stick
digging device (shovel)
graph paper

PROCEDURE

1. Starting close to the water's edge (a point where the water table and the ground level are almost the same) measure a distance toward the dune (5-10 m.) depending on the width of the beach.

2. Dig a hole down to the water table.

3. Measure the distance from the ground level down to the top of the water table.

4. Record your data (distance from the original starting point in step number 1 and the distance from the ground level to the water table).

5. Keep performing these procedures at 5-10 m intervals until you reach the dunes or the water table becomes too deep to practicably dig to it.

6. Plot your data on graph paper as follows:

   Vertical distance (Y) = distance between ground level and water table

   Horizontal distance (X) - distance between holes
   See Figure 4.

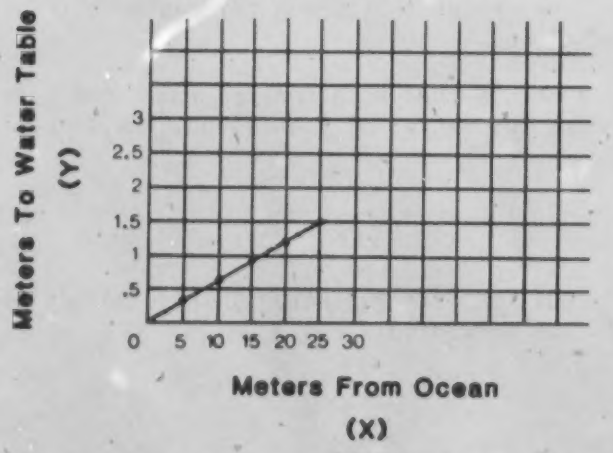


Figure 5. Sample Graph Of Water Table Data

Lesson Number: 7

DUNE STABILIZATION

KEY CONCEPTS

1. Sand dunes are large mounds of sand piled up by the wind.
2. Plants serve as a nucleus around which wind blown sand accumulates.
3. Man, in order to help stabilize sand dunes, has built such devices as sand fences and has planted different types of plants.

COMPETENCY GOALS

1. The learner will demonstrate the ability to observe.
2. The learner will demonstrate the ability to predict.
3. The learner will demonstrate the ability to interpret.

OBJECTIVES

1. The student will define a sand dune.
2. The student will investigate how sand dunes are formed.
3. The student will investigate what attempts man has taken to stabilize the sand dunes.

SITE DESCRIPTION AND RECOMMENDATIONS

Locate an area with a sand fence. Locate an area of vegetation dune stabilization. If at all possible, locate a "blow out" area to show plant root systems so as to minimize effects on the environment. If digging is necessary, take an example of only one plant and replant it when finished.

MATERIALS

field notebook
pencil

VOCABULARY

Blow out - a part of a sand dune that has been blown away, often exposing plant root systems.

BACKGROUND INFORMATION

When man came to the barrier islands, he/she destroyed a lot of the dune plant life. Without this method of stabilization man resorted to other methods: (1) sand fences and (2) artificially planted grasses. Sand fences build up dunes to a certain point but when the sand reaches the top of the fence, a new fence or some other form of stabilization must take place if the dune is to continue to grow. Also, if a sand fence decays, it can cause the dune to lose its stability and blow away. Man has come to regard plants as the best method of stabilization due partly to its root system. As the dune's height increases, the plant's root system adapts. See Figure 5.

Figure 6. Dune Stabilization

PROCEDURE

1. Observe a sand dune.
2. Observe a plant's root system and its function in stabilizing a dune. Sea oats are good plants to observe.
3. Observe a fence's function in stabilizing a dune.
4. Make a list of the advantages and disadvantages of each method.

SOURCE

Chapman, Frank L. The Sea and Its Boundaries. Carteret County, North Carolina: Regional Marine Science Project of the Carteret County Public Schools, [n.d.], pp.21-22.

Lesson Number: 8

SLOPE DETERMINATION

KEY CONCEPTS

1. The slope of an area can be determined.
2. An instrument to measure the slope of an area, called a clinometer, can be constructed.
3. The slopes of the two faces of a dune, slipface (leeward) and windward are not normally the same. The slipface is usually the steeper face.

COMPETENCY GOALS

1. The learner will demonstrate the ability to measure.
2. The learner will develop skill in constructing simple equipment.
3. The learner will demonstrate the ability to use numbers.

OBJECTIVES

1. The student will determine the slope of an area.
2. The student will construct a clinometer.
3. The student will recognize that the two faces of a dune vary in their slopes.

SITE DESCRIPTION

In determining the slope of a dune, choose a dune with as little vegetation as possible so that little damage will be done to the plant life.

MATERIALS

meter stick
1.5 m of twine
wooden stake (30 cm long)
spirit level or homemade level (see APPENDIX A: TOOL CHEST)
tape

VOCABULARY

Slipface (leeward) - the side of a dune away from the ocean

Foredune (windward) - the side of a dune toward the ocean

Run - horizontal distance

Rise - vertical distance

PROCEDURE

In the Classroom:

1. Tie the string about half way from the top of the 30 cm stake.
2. Tie the other end of the string to the meter stick in such a way that it can slide up and down the meter stick. Make sure the string distance between the two stakes is exactly one meter long.
3. Tape the level to the string at about the 0.5 m point on the string. See Figure 6.

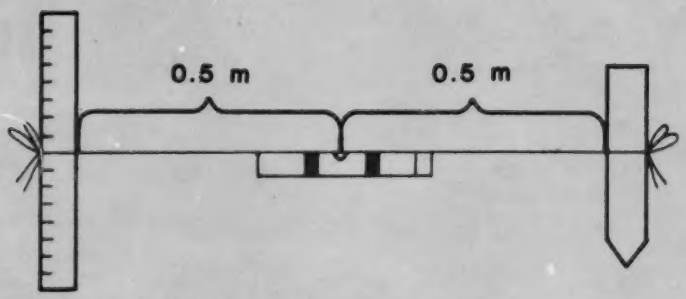


Figure 7. Simple Clinometer

PROCEDURE

At the Coast:

1. In measuring the slope of a dune, start at the ocean side base. Drive the stake into the side of the dune until the string attachment point is at ground level.
2. Holding the meter stick vertical and keeping the string taut, move the string up and down the meter stick until the bubble indicates the level position. When the string is both taut and level, record the reading on the meter stick. See Figure 7.

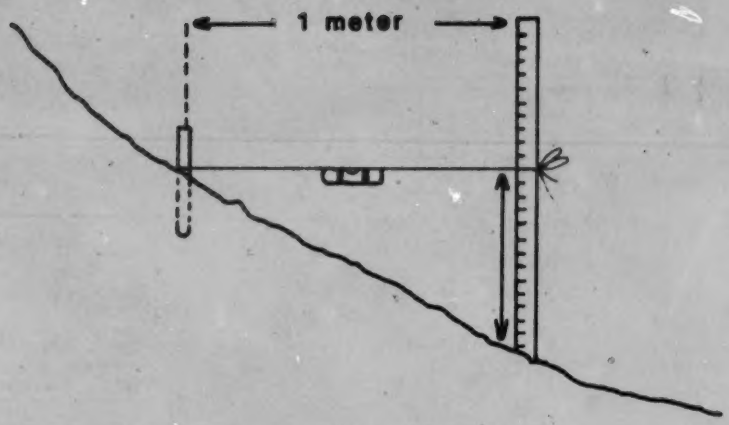


Figure 8 Correct Positioning Of A Clinometer.

3. Since the string is 100 cm (1 meter) long, the number of centimeters on the meter stick will give the percentage gradient (slope). For example, if the reading on the meter stick is 16 cm , the gradient is 16 percent over this one meter stretch of land.

4. Keep performing this procedure traveling up to the top of the dune and recording your location and gradient. For example:

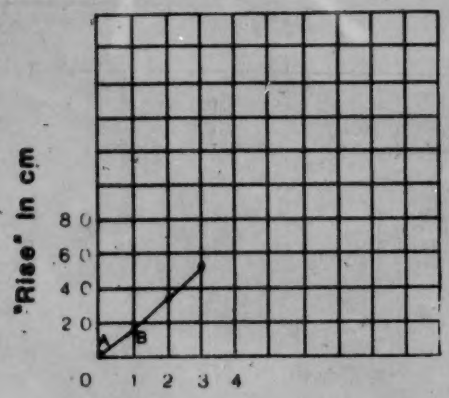
First meter = 16 cm = 16 percent
Second meter = 17 cm = 17 percent
Third meter = 20 cm = 20 percent

Mark the point at which you reach the top of the dune.

5. To determine the average slope of one face of the dune, add up the gradients for that side and divide by the number of meters measured on that face. Compare the results for each face.

RELATED ACTIVITIES

To make a profile of an area using clinometric data, plot the horizontal distance on the horizontal axis of the graph and the height (cm) on the vertical axis of the graph. See Figure 8.



Sample Data	
Run	Rise
1st Meter	16 cm
2nd Meter	17 cm
3rd Meter	20 cm

Figure 9. Sample Graph And Data For Plotting A Profile

Since the rise and run is cumulative, when graphing the data, move from one point to the next. Example: From point A over "1 m", up "16 cm"; from point B over "1 m", up "17 cm"; . . .

SOURCE

Laetsch, Watson M., director. Outdoor Biological Instructional Strategies. Set I. Berkley, California: University of California, 1975.

Lesson Number: 9

DUNE PROFILE EMPLOYING FIELD SURVEY TECHNIQUES

KEY CONCEPT

1. By using field survey techniques, a profile of an area can be made.
2. A profile is a drawing showing a vertical section of the ground.

COMPETENCY GOALS

1. The learner will demonstrate the ability to measure.
2. The learner will demonstrate the ability to define operationally.
3. The learner will demonstrate the ability to formulate models.
4. The learner will develop skill in the use of instruments.

OBJECTIVES

1. The student will use simple field survey equipment.
2. The student will make a profile of a sand dune.
3. The student will use an operational definition of the term "profile".

SITE DESCRIPTION

A relatively high sand dune with as little vegetation as possible. Ask students not to destroy the vegetation on the dune.

MATERIALS

1.47 m long wooden rod (5 cm x 5 cm)
washer
20 cm of string
16 m tape measure
thumbtack
approximately 30 cm long 2-3 cm square stick (perfectly smooth and parallel on any two opposite sides)
6-7 cm long screw
2 small eye screws
*drill and bit (bit size slightly smaller than screw's circumference)
*screwdriver
2 stakes (1 m long each)
100 m of string
graph paper
ruler
pencil

3 m wooden curtain rod (approximately 5 cm in diameter).
outdoor paint
meter stick
marker
paint brush

*For use in the classroom preparation only.

VOCABULARY

Stadia rod - graduated rod used in surveying

PROCEDURE

In the classroom:

1. Make sure the top of the 1.47 m rod is perfectly flat and level. Take this rod and press the thumbtack in the side of the rod about 1 cm from the flat and level end. Leave a slight space between the head of the thumbtack and the rod itself.

2. Construct a plumb line device by tying one end of the 20 cm string to the thumbtack and the other end to the washer. Mark the line straight down from the thumbtack to use in determing the vertical position.

3. Using the drill and bit, drill a hole through the 30 cm long stick in the middle, equidistant from both ends.

4. At approximately 3 cm from each end, insert the eye screws into the top of the 20 cm long stick. Make sure the eye screws are inserted into the wood to the same depth.

5. Drill a hole in the center of the top of the measuring rod.

6. Securely attach the 30 cm long stick to the top of the rod using the screw and screwdriver. Make sure that the screw head is flush with the top of the 30 cm long stick. See Figure 9. Make sure the "T" is perpendicular.

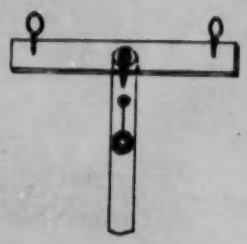


Figure 10. Sighting Rod.

7. Using the meter stick, divide the 3 m rod into 10 cm sections.

8. Paint every other section.

9. Using the marker, mark the rod at 50 cm intervals. Mark a bolder mark (ring) at the 150 cm level. This device is a stadia rod.

PROCEDURE

At the coast: Four students are needed to carry out this procedure; they will be referred to as students M, N, O and P.

1. At about 5 meters from the base of the dune, place a 1 m stake (stake A).

2. At a point on the dune, clearly visible from stake A and in a perpendicular line from the dune's base, place a 1 m stake, (stake B).

3. Attach one end of the string to stake A and run the string to stake B, making sure it is straight. This line will be your reference line along which to work.

For steps 4 - 6, refer to Figure 10.

4. Have M place the "T" sighting rod at stake A and have N sight through the eye screw sights. M should make sure the rod is vertical by watching the washer plumbing device.

5. At the instructions of N, O should place the base of the stadia rod at the point sited by N. This should be along the string (reference line). This point will be designated A(1).

6. Using the tape measure, measure the distance from the top of the "T" rod (at the intersection) to the bottom of O's stadia rod (distance X).

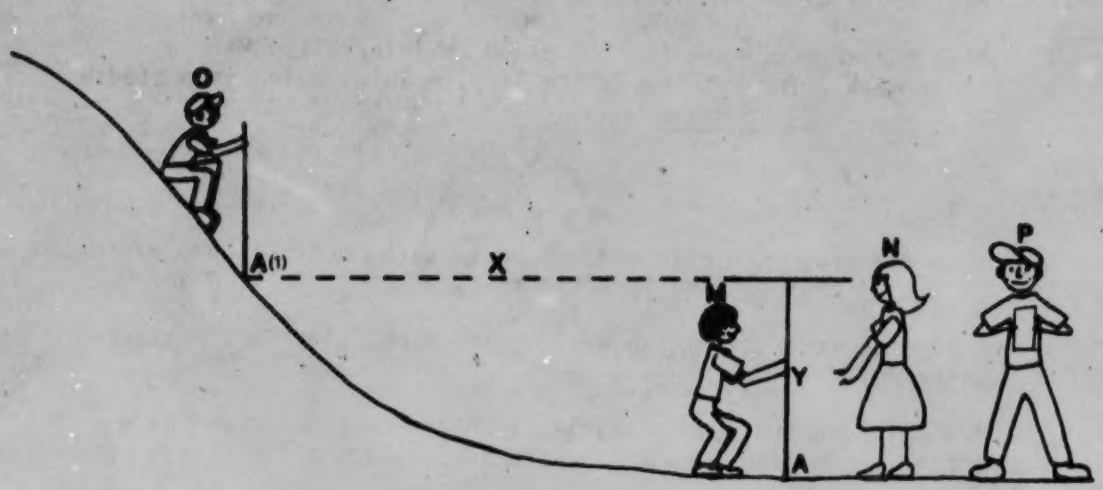


Figure 11. Proper Positioning of Equipment and Students.

7. Have P record the data on a chart. See Figure 11. Designate moving up the dune as positive and down the dune as negative.

Points	Height of sightings Rod(Y)	Horizontal Distance(X)	
A - A(1)	+1.5 m	10. m	
A(1) - A(2)	+1.5 m	10. m	
A(2) - A(3)	+ .5 m	2.5 m	Top of Dune
A(3) - A(4)	-1.5 m	5. m	
A(4) - A(5)	-1.5 m	5. m	
A(5) - A(6)	- .5 m	3. m	

Figure 12. Chart of Hypothetical Data.

8. For the next section, use point A(1) as the sighting location and refer to the new "0 location" point A(2). Follow this procedure until the top of the dune is reached.

9. At the top of the dune, have O vertically place the stadia rod. M should sight through the "eyes" noting the point on the stadia rod that the sight line intersects. Have P record the distance (Y) that this point is from the 150 cm mark on the stadia rod. Using the tape measure, measure the distance from the sighting rod's "T" intersection to the line of sight intersection on the stadia rod. Have P record this distance (X).

10. Before starting down the other side of the dune, move stakes A and B and their connecting string to this side of the dune for a reference line.

11. Instead of sighting the bottom of the stadia rod, sight for the top of the stadia rod recording the distances the same as done in the ascent of the dune.

12. When the bottom of the dune is reached, follow the same directions as given in step number 8.

Graphing the data to obtain the profile:

13. Using the X and Y values, plot the points on a sheet of graph paper. To obtain the profile, connect the points. See Figure 12.

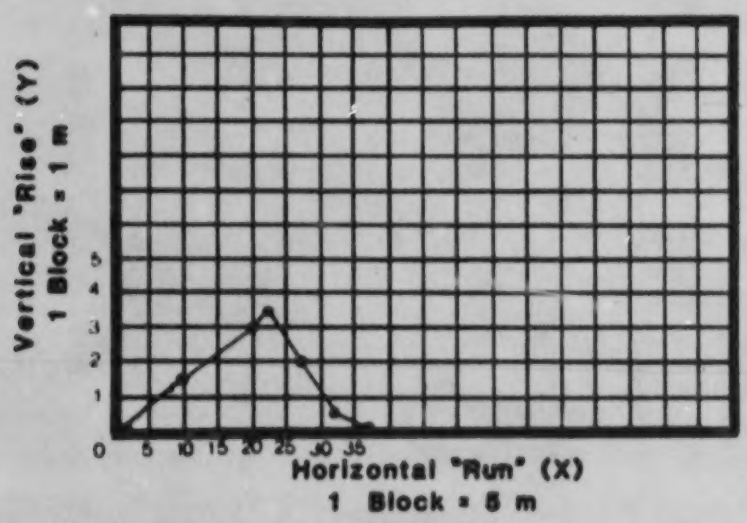


Figure 13. Sample Graph Profile of Hypothetical Data.

Since the rise and run is cumulative, when graphing the data, move from one point to the next. Example: From point A over "10 m", up "1.5 m"; from point A(1) over "10 m", up "1.5 m". . .

SOURCE

Andrews, William A., ed. A Guide to the Study of Terrestrial Ecology. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972, pp.96-100.

Lesson Number: 10

STRIKE AND DIP

KEY CONCEPT

The strike and dip of a sand dune can be determined.

COMPETENCY GOALS

1. The learner will demonstrate the ability to measure.
2. The learner will demonstrate the ability to define operationally.
3. The learner will demonstrate skill in the use of instruments.

OBJECTIVES

1. The student will use operational definitions of the terms "dip" and "strike."
2. The student will determine dip and strike.

MATERIALS

compass
clinometer (See Lesson Number 8: SLOPE DETERMINATION)

VOCABULARY

1. dip - the angle of inclination of a dune's face (or rock layer) with respect to the horizontal
2. strike - the compass direction of a line formed where the dune's face (or rock layer) intersects an imaginary horizontal plane

PROCEDURE

1. To determine the dip, simply determine the average slope of the face of the dune that is to be studied. For instructions on how to determine the average slope, see Lesson Number 8: SLOPE DETERMINATION.

2. To determine the strike of a dune, stand on the top of the dune and determine the direction of the alignment of the dune. Sight along the dune with a compass reading with respect to the North. It is a matter of convention to determine the strike in relation to the North. Hold the compass so that the needle points to the North and sight down the long axis of the dune. Read the angle found by the North-South line and the diagonal orientation of the sand dune. For example: if the angle of interaction is 45^{0}, then record the strike as N 45^{0} E. See Figure 13.

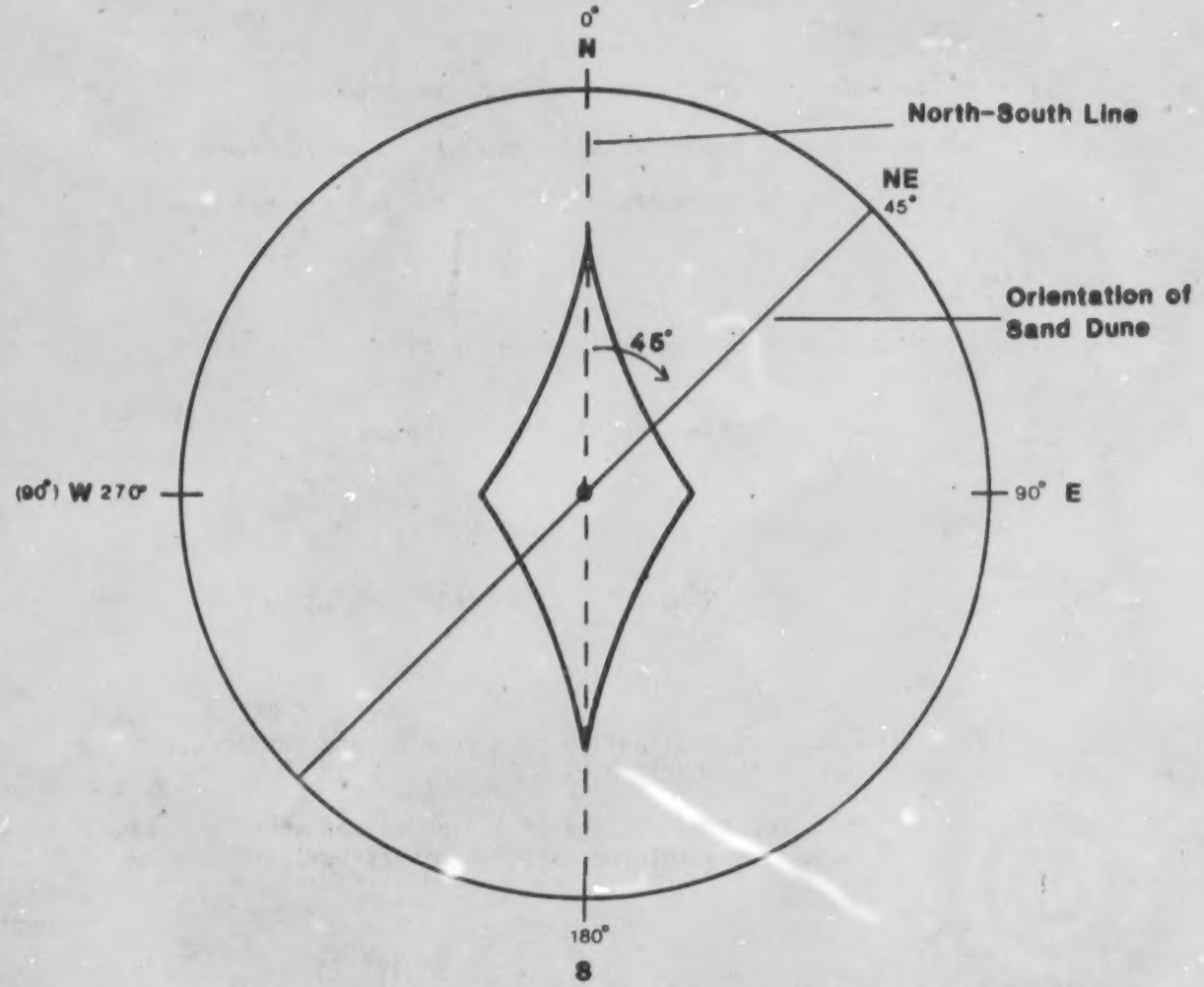


Figure 14. Compass Showing N - S And Dune Orientation

Lesson Number: 11

BEACH SAND GRAIN STUDY

KEY CONCEPTS

1. Beach sands are combinations of particles.
2. The size of the particles at different distances from the ocean varies.
3. In general, the further from the ocean the finer the particles.

COMPETENCY GOALS

1. The learner will demonstrate the ability to observe.
2. The learner will demonstrate the ability to interpret.

OBJECTIVES

1. The student will recognize that beach sands are combinations of particles.
2. The student will recognize that beach grain size generally decreases as distance from the ocean increases.

MATERIALS

hand lens
sand particles from different locations between the water and the dunes (varying distances from the water's edge)
small plastic bags
spoon or trowel (soil sampling tool)
measuring rod (see APPENDIX A: TOOL CHEST) or meter stick

BACKGROUND INFORMATION

Particle size decreases as distance from water increases. This is due to larger particles being deposited first and smaller, lighter particles being carried easier and further by water and wind transport.

PROCEDURE

1. Collect sand samples at different locations using a spoon and place in bags and label. Collect one sample close to the water's edge; the next one, a fourth of the way to the dune; another, half way to the dune; and the last, at the dune's base. Measure and record the distance from the ocean in a field notebook for each sample. See APPENDIX D: THE FIELD NOTEBOOK AND PROPER SAMPLING TECHNIQUES.

2. Using the hand lens, make field observations regarding the size of particles, shape of particles and preliminary identification of particles. Record any observations in the field notebook. *Optional: Take the samples back to school to perform further microscope studies.

   *Optional: Students may enjoy writing to other locations around the United States and to foreign countries for sand samples. A good way to get the samples is to go to a travel agency and obtain the names and addresses of hotels or motels located on the beach in different locations around the world. Usually one will get fairly good responses. Begin this activity at the beginning of a school year since response is often slow.

Lesson Number: 12

STREAM SURFACE VELOCITY

KEY CONCEPTS

1. A stream has a velocity and it can be measured.
2. A Thrupp Apparatus can be used to measure surface velocity.

COMPETENCY GOALS

1. The learner will demonstrate the ability to measure.
2. The learner will demonstrate the ability to use space/time relationships.
3. The learner will demonstrate the ability to use numbers.

OBJECTIVES

1. The student will recognize that a stream has a velocity.
2. The student will calculate the velocity of a stream using the Thrupp method.

THRUPP METHOD

MATERIALS

straight flat bar of wood (30 cm long)
two nails (8 or 10 penny size)
meter stick
hammer
wood glue

BACKGROUND INFORMATION

The Thrupp method is based on a set of ripple patterns formed by a small vertical object held in the surface of a stream. The ripple divergence angle is related to the velocity of the water. By using the Thrupp device (Figure 14.), the formula given in procedure step number 2 and the ripple pattern formed (Figure 15.), the stream's surface velocity can be computed. The formula, as developed by Thrupp, cannot be applied to streams that have a very low velocity or that have a turbulent surface flowage.

PROCEDURE

In the classroom:

1. Make a Thrupp Apparatus. Look at Figure 14.: (A) drive 2 nails through a flat bar approximately 15 cm apart. (B) With wood glue, attach the meter stick to the bar half-way between the nails with the nails pointing upward. The end of the meter stick should be in line with the imaginary line between the two nails. Make sure the bar and the meter stick are perpendicular.

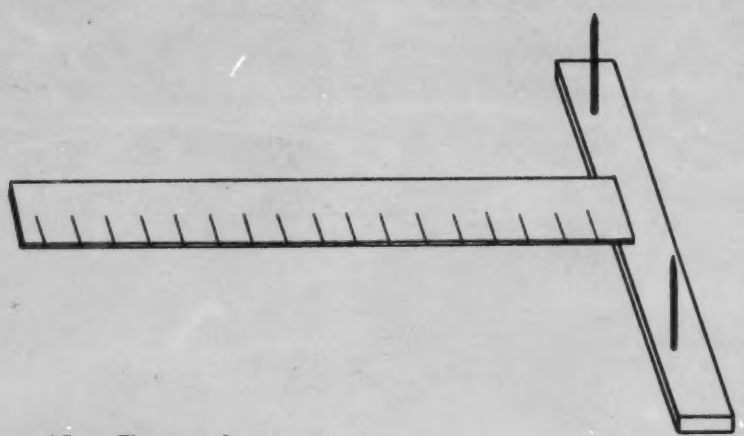


Figure 15. Thrupp Apparatus

At the coast:

1. Place the Thrupp Apparatus in the water with the nail end upstream. Hold the bar and meter stick parallel to the surface of the water slightly below the surface of the stream. Ripple patterns should be formed as in Figure 15. As the intersection of the patterns (B) moves further down the meter stick, increased velocity is indicated.

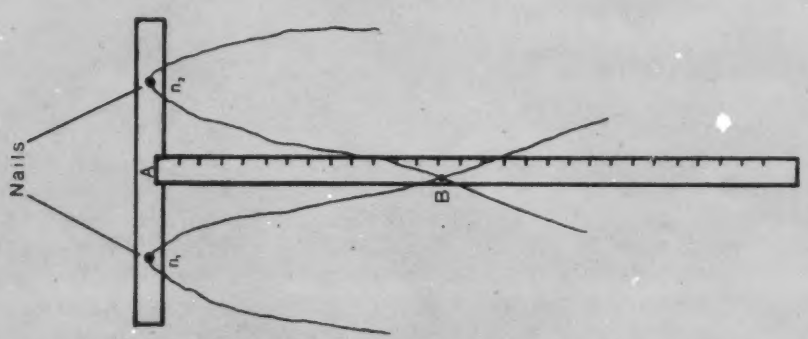


Figure 16. Ripple Pattern Formed by Thrupp Apparatus.

2. Using the formula, Stream Velocity = 0.1466 times the distance AB in centimenters, calculate the stream velocity. The velocity will be measured in meters per second.

FLOAT METHOD

MATERIALS

"float jug" (see APPENDIX A: TOOL CHEST)
string 20 m long or other measuring device
2 stakes (1 meter long each)
timing device (watch with a second hand or stop watch)

PROCEDURE

1. Place one stake in the ground along the edge of the stream.

2. Twenty meters "up or down" the stream, place the second stake.

3. Add sand or dirt to the jug until a level has been reached so the jug floats very low in the water. This can be done by checking the float level after adding the sand or dirt. Adding enough sand to keep the jug fairly low in the water helps reduce the effects of wind on the equipment.

4. Have one student stand behind each stake, sighting directly out over the stream.

5. Toss the float into the stream "up stream" from the staked area.

6. Using the timing device, measure and record the time it takes for the float to travel from one stake sighting to the other.

7. Follow steps (5) and (6) several times and average the results.

8. Using the average time, compute the velocity of the stream by use of the following formula:

$$\text{Velocity} = \frac{\text{Distance}}{\text{Time}}$$

SOURCES

Andrews, William A., ed. A Guide to the Study of Freshwater Ecology. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972, pp.101-103.

Welch, Paul S. Limnological Methods. New York: McGraw-Hill Book Company, Inc., 1948. pp.149-151.

Lesson Number: 13

STREAM VOLUME OF FLOW
(Knowing Its Velocity)

KEY CONCEPT

A stream's volume of flow can be measured.

COMPETENCY GOALS

1. The learner will demonstrate the ability to measure.
2. The learner will demonstrate the ability to use space/time relationships.
3. The learner will demonstrate the ability to use numbers.

OBJECTIVES

1. The student will recognize what data are necessary to compute the volume of flow of a stream.
2. The student will compute the volume of the flow of a stream.

MATERIALS

measuring rod (see APPENDIX A: TOOL CHEST)
tape measure or calibrated string

STUDENT PREPARATION

Compute the velocity of the stream using either of the two methods described in Lesson Number 12: STREAM SURFACE VELOCITY. (If necessary, convert the results to m/sec.)

PROCEDURE

1. Measure the width of the stream at representative sites and obtain an average width.
2. Measure the average depth of the stream. Measure the depth at several locations in a cross section of the stream and average the results.

3. Determine whether the floor of the stream is rough (gravel bed) or smooth (sandy, mud or silt bed).

4. Compute the volume of flow using the following formula:

$$r = w\ d\ a\ v$$

Where r = volume of stream flow in cubic meters per second
w = average width of stream in meters
d = average depth of stream in meters
*a = 0.8 if the stream bed is rough OR
*a = 0.9 if the stream bed is smooth
v = velocity of the stream in meters per second

*The two values of "a" are the result of the different amounts of friction created by different stream beds. Smooth stream beds have less friction created than rough stream beds.

SOURCE

Andrews, William A., ed. A Guide to the Study of Freshwater Ecology. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972, pp.103-104.

Lesson Number: 14

MAPPING: USING THE BEARING INTERCEPT METHOD

KEY CONCEPTS

1. Maps can be useful tools in summarizing conditions in a locality.
2. Simple field maps can be constructed.

COMPETENCY GOALS

1. The learner will demonstrate the ability to measure.
2. The learner will demonstrate the ability to communicate.
3. The learner will demonstrate the ability to formulate models.

OBJECTIVES

1. The student will make a simple field map.
2. The student will recognize that maps are important.

SITE DESCRIPTION

Select a site with several landmarks (trees, shrubs, small hills, etc.).

MATERIALS

two 360° protractors
straight pins
two pinning boards (60 cm square sheets of 0.5" to 0.75" plywood)
two 1.5 m long stakes (2" x 2" sticks sharpened at one end)
hammer and nails
tape measure or measuring rod (see APPENDIX A: TOOL CHEST)
butcher paper
scotch tape
scissors
thumbtacks
ruler
two 60 cm square pieces of cardboard

PROCEDURE

1. Choose two points of reference ("A" and "B") approximately 30 - 50 meters apart. Make sure you have a good view of the area to be mapped.

2. Place a 1.5 m long stake at each point.

3. Measure the distance between the two stakes and record it in your field notebook.

4. Cover one side of each piece of cardboard with butcher paper and tape it down. This can probably best be done in the classroom before the field trip.

5. Nail a pinning board to the top of each stake. The board should be level and nailed in the center.

6. Place a covered piece of cardboard on each pinning board and secure it with thumbtacks.

7. Place a protractor on board "A" and put a pin vertically in the center of the protractor. Do the same on board "B". See Figure 16.

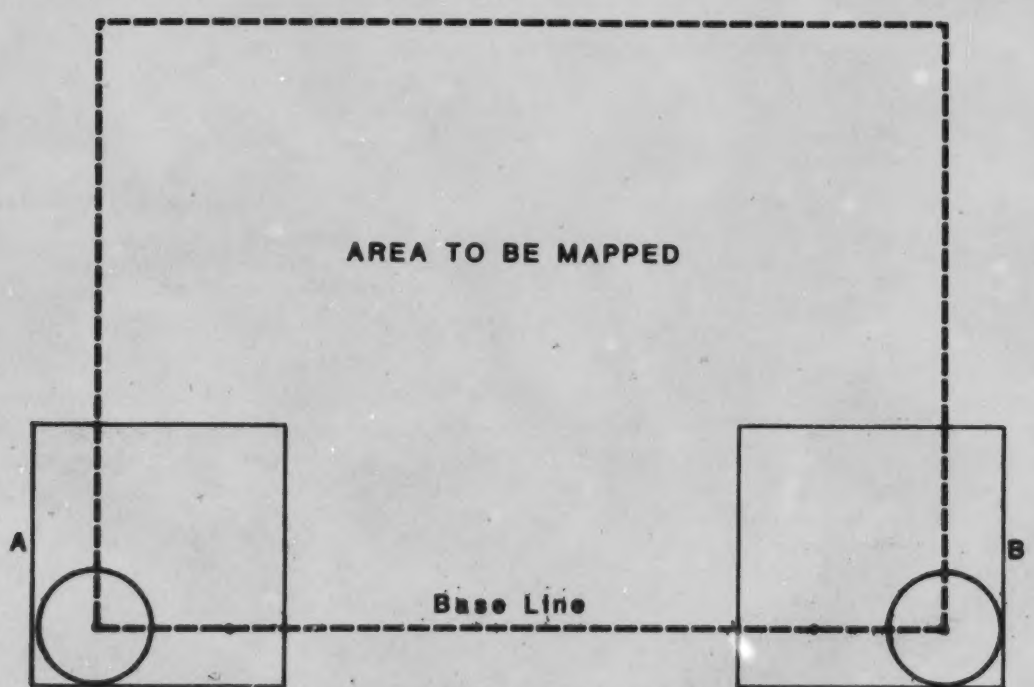


Figure 17. Positioning of Pinning Boards in the Field.

8. Sight along the pin from board "A" by rotating the protractor until the 0° mark is in line with stake "B". Tack the protractor down so it cannot rotate.

9. Sight from board "B" by rotating the protractor until the 180° mark is in line with stake "A". Tack down the protractor so it cannot rotate.

10. Select objects to map and write down a bearing and description for each observation in your field notebook. Sight along the central pin and place a pin approximately 10 cm from the center of the protractor on the appropriate bearing. Do this on each board and record the sighting point ("A" or "B"), the angle, and the observation object in your field notebook. Do not sight objects that are more than 90° on board "A" or less than 90° on board "B".

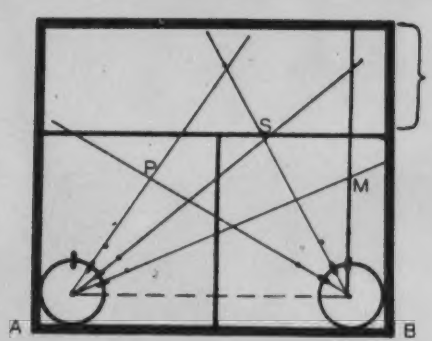
11. Draw a base line on your map corresponding to your actual base line "A" - "B". Select a scale appropriate to your paper.

12. With a ruler, draw straight lines from the center of the protractor through each sighting pin.

13. Follow procedure steps **9 - 12** for board "B".

14. Remove cardboards and tape the cardboards together (base line to base line). Tape them onto the edge of a piece of butcher paper. The point where the lines for the same object cross represent the location of that object on the map. Label each intersection using the data recorded in the field notebook in procedure step number 9. See Figure 18.

BOARD "A"	BOARD "B"
23° -Small Sand Mound (M)	90° -Small Sand Mound (M)
40° -Short Squatty Shrub (S)	120° -Short Squatty Shrub (S)
56° -Old Post (P)	150° -Old Post (P)



Taped on ADDITIONAL Butcher Paper

Figure 18. Sample Data and Arrangement of Pinning boards.

SOURCES

Andrews, William A., ed. A Guide to the Study of Terrestrial Ecology. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972, pp.104-106.

Godfrey, Paul J., and Will Hon. Dune Detective. Beaufort, North Carolina: Regional Marine Science Project of the Carteret County Public Schools, [n.d], pp.22-24.

Lesson Number: 15

SALINITY

KEY CONCEPTS

1. Salinity of water varies from place to place in the coastal ecosystem.
2. Salinity affects the density of a liquid, thus affecting the buoyancy of the liquid.

COMPETENCY GOALS

1. The learner will demonstrate the ability to measure.
2. The learner will develop skill in constructing simple equipment.
3. The learner will demonstrate the ability to infer.
4. The learner will demonstrate the ability to control variables.

OBJECTIVES

1. The student will make and use a simple salinity measurement device.
2. The student will determine that different locations in the coastal environment differ in salinity.

MATERIALS

salt
water
one 15 cm to 20 cm long candle (approximately 2 cm to 2.5 cm in diameter)
thin conduit nut that will fit on the base of the candle
fine point permanent ink marker
500 ml graduated cylinder
thermometer
source of heat (hot plate or hot water from the faucet)
source of cooling (refrigerator or ice)

BACKGROUND INFORMATION

Salinity and temperature affect the density of water. The higher the salinity, the denser the water. The lower the temperature, the denser the water (down to approximately the freezing point).

The average salinity of sea water is approximately 3.2 percent. Other locations in the coastal environment should have lower salinities.

TEACHER PREPARATION

Try to find out the ocean water temperature for the area at the time you will be at the beach. Local weather stations, TV stations, newspaper fishing sections or writing to the Chamber of Commerce will usually yield this information.

PROCEDURE

SALINITY MEASUREMENT INSTRUMENT

1. Attach a nut to the bottom of a candle by screwing it on or melting the candle.

2. Using a graduated cylinder of fresh water, test the candle to see if it will float (nut is not too heavy). The candle should float upright with the water line somewhere between .25 and .75 of the candle length. See Figure 18.

Figure 19. Cylinder with Candle Floating Correctly.

3. Using fresh water at a temperature approximately equal to the expected ocean water temperature, fill the graduated cylinder to the 500 ml level. Mark the candle's water level with a marking pen and label it "0" since it contains zero parts salt.

4. Using water at the same temperature as step number 3, mix a saline solution of 5 ml salt and 495 ml water in the graduated cylinder. Make sure the salt is dissolved in the water. Place the candle into the cylinder. Mark the floating level on the candle and label it 1 for 1 percent salt (5 is 1 percent of 500).

5. Follow the same directions as in step number 4 except make a saline solution of 10 ml salt and 490 ml water. Label this candle level 2 for 2 percent salt.

6. Follow the same directions as in step number 4 except make a saline solution of 15 ml salt and 485 ml water. Label this level 3 for 3 percent salt.

Now you have a simple device to measure salinity at a designated temperature.

PROCEDURE

At the coast:

1. Collect water samples from the ocean, different locations in the water table along the beach (by digging down to the water table), the marsh, the estuary and the different water areas in the maritime forest (if available).

2. Measure the temperature of the sample. Measure the salinity of the liquid using the candle. To obtain a close temperature match, place the water samples in the sun (to warm) or ice bath (to cool).

3. If one is keeping a COASTAL ENVIRONMENT TABULATION CHART: APPENDIX B, record the data in the appropriate spaces.

Lesson Number: 16

WATER HARDNESS

KEY CONCEPTS

1. The relative hardness of water can be determined.
2. Different sources of water have different water hardnesses.

COMPETENCY GOALS

1. The learner will demonstrate the ability to experiment.
2. The learner will demonstrate the ability to interpret data.

OBJECTIVES

1. The student will determine the relative hardness of water samples.
2. The student will conclude that different types of water have different water hardnesses.

MATERIALS

distilled water, ocean water, water from the groundwater table (dig down on the beach), water from the estuary and water from a maritime forest source
liquid dishwashing soap
eye dropper
five containers with lids
funnel
five filter papers (one for each sample)
graduated cylinder

VOCABULARY

1. hardness - total amount of dissolved minerals found in a water sample
2. distilled water - water with all the mineral matter removed.

BACKGROUND INFORMATION

The harder a water sample, the more minerals dissolved in the sample. The softer a water sample, the less minerals dissolved in the sample. When comparing equal amounts of water, the softer sample will produce more suds.

PROCEDURE

1. Filter each water sample to remove any nondissolved materials.
2. Put 500 ml of water from each location in a container. Label each container appropriately.
3. Using the water samples listed in the materials list, perform the following steps:
   a. Add one drop of the liquid dishwashing soap to the sample.
   b. Shake the sample.
   c. Keep repeating step a and b until bubbles (a good lather) remain on the water sample's surface.
   d. Record the number of drops required for each sample and draw conclusions based on your data.
   e. If one is keeping a COASTAL ENVIRONMENT TABULATION CHART: APPENDIX B, record the conclusions in the appropriate spaces.

SOURCE

Namowitz, Samual N., and Donald B. Stone. Earth Science, The World We Live In. New York: American Book Company, 1969.

Lesson Number: 17

SOIL TEMPERATURE

KEY CONCEPT

Different locations in the coastal ecosystem have varying soil temperatures.

COMPETENCY GOALS

1. The learner will demonstrate the ability to measure.
2. The learner will demonstrate skill in the use of instruments.

OBJECTIVE

The student will recognize that soil temperature varies from place to place in the coastal ecosystem.

MATERIALS

soil thermometer
pencil or small stick

PROCEDURE

1. Using a pencil or small stick, make a hole and insert the thermometer into the soil at different points in the coastal ecosystem (open beach area, dune area, interior island, marsh area and a maritime forest area). To get comparative results, temperatures should be taken as near the same time of day and soil depth as possible.
2. If one is keeping a COASTAL ENVIRONMENT TABULATION CHART: APPENDIX B, record these data in the appropriate spaces.

Lesson Number: 18

SURFACE SOIL PERCOLATION

KEY CONCEPTS

1. Different locations in the coastal ecosystem have different percolation rates.
2. Rates of percolation can be compared.

COMPETENCY GOALS

1. The learner will demonstrate the ability to experiment.
2. The learner will demonstrate the ability to infer.
3. The learner will demonstrate the ability to measure.

OBJECTIVES

1. The student will conclude that different locations in the coastal ecosystem have different percolation rates.
2. The student will recognize that rates of percolation can be compared.

MATERIALS

three tin cans of the same size with both ends removed
water
timing device with second hand

VOCABULARY

percolation - to pass or seep into a substance (example: water percolating into the ground)

PROCEDURE

1. At five locations (open beach, dune area, interior island area, marsh area and a maritime forest area), push three cans into the soil about 3 cm deep approximately a meter apart.

2. Pour a measured amount of water into each can (use the same amount of water in each can at each location).

3. Measure the length of time it takes for all the water to be absorbed into the soil. Record the time for each can and average the results for each site.

4. If you are keeping a COASTAL ENVIRONMENT TABULATION CHART: APPENDIX B, record these data in the appropriate spaces.

SOURCE

Andrews, William A., ed. A Guide to the Study of Soil Ecology. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972, pp.105-106.

Lesson Number: 19

SOIL SAMPLING

KEY CONCEPTS

1. Soil is deposited in layers.
2. Soil samples from different locations have different characteristics.

COMPETENCY GOALS

1. The learner will demonstrate the ability to interpret data.
2. The learner will demonstrate the ability to infer.

OBJECTIVES

1. The student will obtain a soil sample by using a corer.
2. The student will recognize that soil is deposited in layers and can be seen in a core or by digging a hole.
3. The student will determine that different localities have different soil horizons.

MATERIALS

shovel
1 - 1½ meter section of plastic 2" (5.08 cm) diameter ABS pipe
hacksaw (classroom use only)
hand lens
meter stick
hammer or driving device
old piece of cloth (large enough to make a fist size wad)
1.75 meter long stick or metal rod smaller in diameter than 2" (5.08 cm)
newspaper

BACKGROUND INFORMATION

The particles in each layer can be described. Such characteristics as color (light, medium, dark), texture (coarse, medium, fine), composition (mineral type, if recognizable), grain size, particle shape (irregular, round, angular, flaky, etc.), fossil composition (broken shells, bone fragments, etc.) and the presence of organic particles may be used in describing the layers.

CORING METHOD

PROCEDURE

In the classroom:

1. Construct a coring device using the ABS pipe and a hacksaw. Cut the bottom of the pipe at a slant. This makes the driving of the "corer" into the soil easier.

At the beach:

1. Drive the corer into the "soil" at different localities (open beach area, dune area, interior island area, marsh area and a maritime forest area).

2. To remove the corer, wiggle the corer to loosen it from its surrounding soil and pull it up. If it is a soft soil, have one student place a hand over the top hole of the corer to create a vacuum. The soil sample may be removed and logged on the beach or returned in the corer to the classroom for study. (For classroom study, of course, you will need five corers). To remove the soil sample from the corer, place the cloth wad in the top end of the corer and use the stick or metal rod to force the cored material out onto a newspaper. (In very dry soils, the hammer may have to be used to drive the sample out of the corer.)

3. Log the core by measuring each horizon and describing the sediment characteristics of each horizon. This can be done by using the meter stick and hand lens. Record the data carefully.

DIGGING METHOD

PROCEDURE

1. Using a digging tool (shovel), dig a hole at each location producing a wall as close to vertical as possible.

2. Using the meter stick and hand lens, measure and describe each horizon.

3. If samples are to be taken, see APPENDIX D for instructions.

Lesson Number: 20

SOIL HUMUS ANALYSIS

KEY CONCEPTS

1. Soil from different parts of the coastal ecosystem varies in its amount of humus.
2. The relative amounts of humus can be determined for the different locations.

COMPETENCY GOALS

1. The learner will demonstrate the ability to infer.
2. The learner will demonstrate the ability to experiment.

OBJECTIVES

1. The student will determine that different parts of the coastal ecosystem vary in the amount of humus.
2. The student will recognize that relative humus amounts can be measured and compared.

MATERIALS

five 14 dram (25 gram) plastic vials
one digging tool (spoon, stick or trowel)
bucket of fresh water
one small jar of alum (available at most drug stores)
marking pen
ruler
soil from different locations in the coastal ecosystem
teaspoon

VOCABULARY

humus - the rich, usually dark, organic material in the soil

PROCEDURE

1. Mark a point on each vial 1/4 from the bottom.
2. Fill each vial to that level with soil from various coastal ecological locations: beach zone, dune zone, interior portion of island, marsh area and maritime forest area. Collect soil samples from the same depth at each location (top 5 cm).
3. Number each vial and record each one's location.
4. Add one teaspoon of alum to each vial.
5. Complete filling the vials with fresh water.
6. Cover the vial and shake it vigorously.
7. Allow the vial to settle at least one munute.
8. Measure and record the top floating layer in each vial. The thickness of this layer should indicate the amount of humus in the sample (the thicker the layer, the more humus indicated).
9. If one is keeping a COASTAL ENVIRONMENT TABULATION CHART: APPENDIX B, record these data in the appropriate spaces.

SOURCE

Laetsch, Watson M., director. Outdoor Biology Instructional Strategies. Set IV. Berkley, California: University of California, 1975.

HYDROGEN PEROXIDE METHOD

BACKGROUND INFORMATION

A soil that is rich in humus is usually colored dark due to the carbon content. Hydrogen peroxide oxidizes compounds and produces carbon dioxide.

MATERIALS

ten beakers (250 ml) or ten half pint or pint jars
soil samples from different locations in the coastal ecosystem
6% hydrogen peroxide
fresh water

PROCEDURE

1. Label each jar (2 for each site). Site 1-A, Site 1-B, Site 2-A, Site 2-B, etc. The different sites will be from different locations in the coastal ecosystem: 1. open beach, 2. dune area, 3. interior portion of barrier island, 4. marsh area, and 5. maritime forest area.

2. Place approximately equal amounts of soil samples in the jars (half full).

3. To samples 1A, 2A, 3A, 4A and 5A add enough water to cover the soil.

4. To samples 1B, 2B, 3B, 4B and 5B add enough 6% hydrogen peroxide to cover the soil.

5. Allow jars to set until bubbling has ceased.

6. Add water to samples 1B, 2B, 3B, 4B and 5B until they are approximately three fourths full. Allow time for the liquid to clear.

7. Compare the beakers.

SOURCE

Andrews, William A., ed. A Guide to the Study of Soil Ecology. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972, pp.112-113.

Lesson Number: 21

OBSERVATIONAL SOIL ANALYSIS

KEY CONCEPTS

1. Soil is a combination of particles of different sizes that have different settling rates.
2. Different locations in the coastal environment have different compositions.

COMPETENCY GOALS

1. The learner will demonstrate the ability to observe.
2. The learner will demonstrate the ability to infer.

OBJECTIVES

1. The student will recognize that soil is a combination of particles.
2. The student will deduce that different particles have different settling rates.
3. The student will recognize that different locations in the coastal environment have different soil compositions.

MATERIALS

five jars (quart or liter size) with lids
spoon, trowel or other soil digging device
soil from different coastal environment locations
fresh-water
index cards (8" x 5")

BACKGROUND INFORMATION

Soil is made up of a mixture of particles. When this mixture is put into a container, mixed with water and shaken vigorously, the particles tend to settle out in layers. The particles in each layer can be described. Such characteristics as color (light, medium, dark), texture (coarse, medium, fine), composition (mineral type if recognizable), grain size, particle shape (irregular, round, angular,

flaky, etc.), fossil composition (broken shells, bone fragments, etc.) and the presence of particles may be used in describing the layers.

PROCEDURE

1. Collect samples from the top 10 cm of soil from five locations in the coastal environment (open beach area, dune area, interior island area, marsh area and maritime forest area).

2. Pour soil in the jar until it is half full. Label each jar according to the location from which it was taken.

3. Fill each jar about two-thirds full with water.

4. Shake the mixture vigorously.

5. Allow the mixture to settle out.

6. Hold an index card along side of each jar and log the contents of each jar, showing the thickness and type of particles in each layer. Label each index card.

7. Comparing soil samples of equal size, the layers can give the percent composition of each type of particle. Example: If the total sample is 12 cm thick and the clay layer is 4 cm, then the percent composition of clay is 33 percent.

REFERENCE

Hampton, Carolyn H. ed. Exploring Your Environment. Greenville, North Carolina: Department of Science Education - East Carolina University, 1976, pp.85-87.

Lesson Number: 22

LIGHT INTENSITY

KEY CONCEPTS

1. Light intensity varies from site to site within a coastal ecosystem.
2. Light intensities of areas can be compared.

COMPETENCY GOALS

1. The learner will demonstrate the ability to infer.
2. The learner will demonstrate the ability to communicate.
3. The learner will demonstrate skill in the use of instruments.

OBJECTIVES

1. The student will compare the light intensities of different areas.
2. The student will recognize that different localities in the coastal environment receive different amounts of light.

OZALID PAPER METHOD

MATERIALS

package of Ozalid paper*
small jar of household ammonia
40 cm square piece of cardboard
pins
timing device (stop watch or watch)
gravel
plastic wide-mouth gallon jar with a lid (jar painted black)
heavy black construction paper (approximately 8" x 11")
tape
large paper clips

*NOTE: Ozalid paper (or blueprinter's paper) may be obtained at most architectural supply firms.

PROCEDURE

In the classroom:

1. Fold the construction paper in half (across the width). Fold the 2 opposite unattached double edges over (about 2 cm from the edge). Tape these edges down. This envelop is a light proof package. See Figure 19.

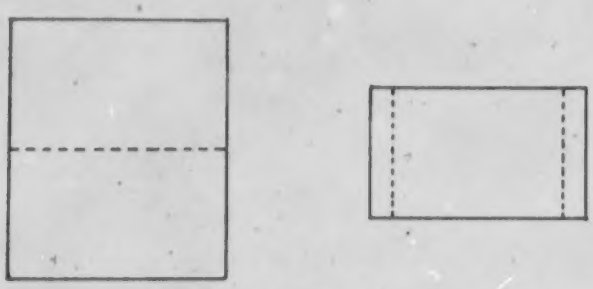


Figure 20. Light Proof Package.

2. Cut one standard sheet of Ozalid paper into 40 pieces (2 cm x 5 cm). Number each piece in the upper left hand corner (1-40). Cut the paper in a darkened room with just enough light to distinguish the two sides of the paper.

3. Place pieces 1-8 (yellow side up) in a stack, use a paper clip to hold them together and place the stack in the light proof envelop. Do the same for pieces 9-16, 17-24, 25-32 and 33-40.

4. Pour ammonia into the gallon jar to a depth of approximately 1 cm. Add gravel to the jar to depth of approximately 10 cm and shake easily.

At the beach:

1. For five locations (open beach, dune area, interior island area, marsh area and maritime forest area), place one of the eight stacks of Ozalid paper on the ground with the yellow side facing upward. Expose the stack for 20 minutes on a sunny day or 30 minutes on a cloudy day. Record the time exposure began and ended, the numbers of the stack and the location of the exposure in your field notebook. To obtain accurate comparative results, standardize the procedures used (equal exposure time, equal hour of the day, etc.).

2. At the end of 20 minutes, remove the paper clip and place the pieces of Ozalid paper into the plastic ammonia gravel jar and let them develop.

3. Pin the Ozalid strips in numbered sequence on the cardboard.

4. Compare the paper clip design on each piece of Ozalid paper. The further down into the stack the design appears, the higher the light intensity.

5. If one is keeping a COASTAL ENVIRONMENT TABULATION CHART: APPENDIX B, record the results in the appropriate spaces.

*To make a poster showing the different light intensities, just indicate on the cardboard the location where each stack of Ozalid strips was exposed.

SOURCE

Laetsch, Watson M., director. Outdoor Biology Instructional Strategies. Set I. Berkley, California: University of California, 1975.

PHOTO CELL METHOD

MATERIALS

Volt-Ohm meter (VOM)
solar cell
block of wood or some medium on which to mount cell
glue
wire connectors

PROCEDURE

1. Cement the photo cell to the block of wood.

2. Attach the leads of the VOM to the leads of the photo cell.

3. Place cell in direct sun and set the VOM so that the VOM needle indicates slightly less than the maximum capacity of the VOM.

4. Determine the readings at the following sites: open beach area, dune area, interior island area, marsh area and maritime forest area.

5. Record the readings in the field notebook. Don't forget to describe each site.

6. If keeping a COASTAL ENVIRONMENT TABULATION CHART: APPENDIX B, record the relative data in the appropriate blocks.

Lesson Number: 23

RELATIVE EVAPORATION

KEY CONCEPTS

1. Evaporation rates of different areas can be compared.
2. Different sites in the coastal environment may have different evaporation rates.

COMPETENCY GOALS

1. The learner will demonstrate the ability to measure.
2. The learner will demonstrate the ability to infer.
3. The learner will demonstrate skill in constructing simple equipment.
4. The learner will demonstrate skill in the use of instruments.

OBJECTIVES

1. The student will use a simple field evaporimeter.
2. The student will recognize that evaporation rates may vary from place to place in the coastal ecosystem.

MATERIALS

distilled water
small test tube (13mm x 100mm)
marking pen
masking tape
5.5 cm circular filter paper (size can vary)
dowel (rod)
clamp
pipet
paper clip
water
timing device (watch)

PROCEDURE

In the classroom:

1. Place a piece of masking tape (lengthwise) on the side of the test tube (approximately 1 cm wide). See Figure 20.

Figure 21. Test Tube with Proper Masking Tape Position.

2. Using a pipet and water, calibrate the test tube (on the tape) into 0.5 and 1.0 ml intervals (use short lines for 0.5 ml points and longer lines for 1.0 ml points).

3. Attach a bent paper clip to the top of the test tube to act as a clamp. See Figure 21.

   Paper clip should be bent in this fashion:

Figure 22. Bent Paper Clip and Proper Position on the Test Tube.

   Make sure the part of the paper clip over the test tube end exerts pressure on the lip of the test tube.

At the coast:

1. At each of the following sites, open beach, dune area, interior island, marsh area and maritime forest area, place a dowel in the ground.

2. Attach the clamp to the rod at a certain height from the ground (use the same height at all locations).

3. Fill the test tube with distilled water.

4. Place the filter paper under the paper clip. See Figure 22.

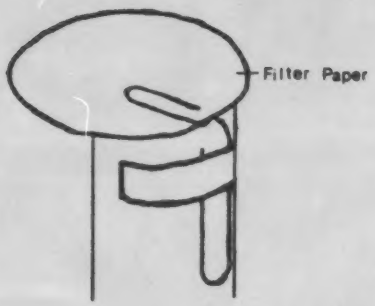


Figure 23. Proper Position of Filter Paper.

5. Invert the test tube and fasten it in the clamp. Record the time in the field notebook.

6. At some point in time, maybe an hour later, return to the site and record the time and amount of water evaporated.

7. If keeping a COASTAL ENVIRONMENT TABULATION CHART: APPENDIX B, fill in the appropriate information.

Lesson Number: 24

WIND SPEED AND DIRECTION

KEY CONCEPTS

1. Wind speed and direction can be measured using homemade apparatuses.
2. Wind speed can vary from place to place in the coastal environment.

COMPETENCY GOALS

1. The learner will demonstrate the ability to use numbers.
2. The learner will demonstrate the ability to use space/time relationships.
3. The learner will demonstrate skill in the use of instruments.
4. The learner will develop skill in constructing simple equipment.

OBJECTIVES

1. The student will learn how to make an anemometer and a wind vane.
2. The student will use the anemometer and wind vane to compute the speed and direction of the wind.
3. The student will recognize that different areas of the coastal ecosystem can have different wind speeds.

MATERIALS

magnetic compass
2 (16 penny) nails
2 approximately 15 cm x 15 cm x 2.5 cm blocks of wood
2 plastic drinking straws
piece of heavy duty aluminum foil (15 cm x 2 cm)
scotch tape
4 3"x5" index cards
pair of scissors
marking pen (classroom use)
time measuring device (watch with second hand or stop watch)
piece of cardboard (10 cm square)
hammer (classroom use)
2 small washers

VOCABULARY

anemometer - a device to measure the speed of the wind

wind vane - a device to determine the direction of the wind

PROCEDURE

In the classroom:

ANEMOMETER CONSTRUCTION

1. Using the 3"x 5" index cards, make four cones. See Figure 23.

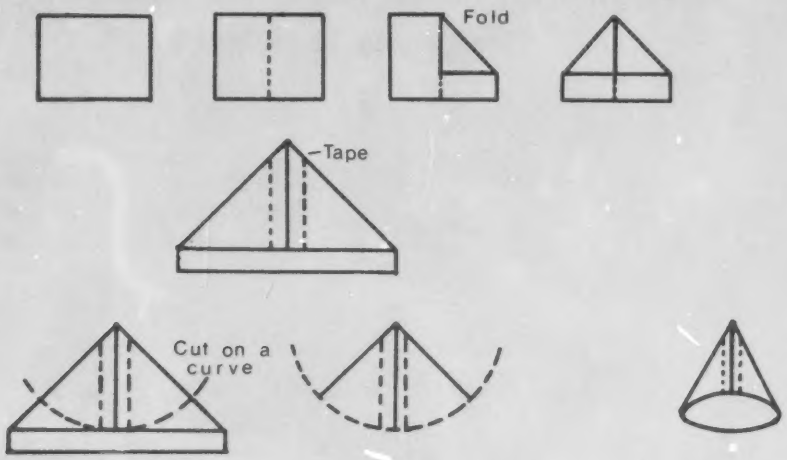


Figure 24. Cone Construction.

2. Cut a straw to a length of 10 cm.

3. Make a cone holder using the 10 cm cardboard square. Draw two diagonal lines (corner to corner). At the point of intersection of the two diagonals, punch a hole large enough to insert the straw for a snug fit.

4. Cut four 1-2 cm slots in the 10 cm square cardboard. See Figure 24.

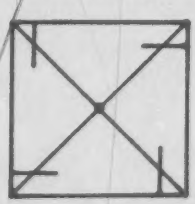


Figure 25. Cone Holder

5. Making sure each cone is facing the same direction, slide the cones into the slots. Put a mark for reference on one of the cones.

6. With the hammer, drive the nail through the center of the wooden block. Place the washer and straw-cone assembly on the nail.

WIND VANE CONSTRUCTION

1. Cut a drinking straw to a length of 10 cm.

2. Bend the 15 cm x 2 cm piece of foil around the straw. See Figure 25.

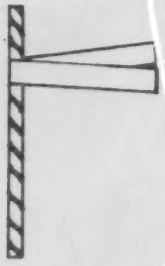


Figure 26. Straw and Foil Assembly.

3. Fold the aluminum foil tightly together and tape them close to the straw. Tape the back portion of the foil on the straw to keep it from sliding up and down.

4. With the hammer, drive the nail through the wooden block. Place a washer and the straw assembly onto the nail. Spread the two pieces of aluminum foil slightly.

PROCEDURE

At the coast:

WIND SPEED DETERMINATION

1. Determine the wind speed in revolutions per minute (rpm) at the following sites: open beach, dune top, interior island area, marsh area and maritime forest area. This can be done by counting the number of complete revolutions (turns) made by the anemometer in one minute.

2. If keeping a COASTAL ENVIRONMENT TABULATION CHART: APPENDIX B, record the data in the appropriate areas.

WIND DIRECTION DETERMINATION

1. Determine the wind direction at the following sites: open beach, dune top, interior island area, marsh area and maritime forest area. This can be done by using a compass and determining the direction the nail end of the aluminum foil is pointing. Since winds are named for the direction from which they blow, this is the direction needed.

ALTERNATE WIND DIRECTION DETERMINATION TECHNIQUE

1. Lick a finger on one side, hold it up in the air and rotate it until it feels cool. The moist side of the finger will then give you the wind direction because when the moist part of your finger is facing the direction of the wind, evaporation increases and thus creates a cooling effect. Use your compass then to determine the actual compass direction of the wind.

SOURCE

Laetsch, Watson, M., director. Outdoor Biology Instructional Strategies. Set I. Berkley, California: University of California, 1975.

Lesson Number: 25

AIR TEMPERATURE

KEY CONCEPT

Air temperatures in the coastal ecosystem can vary from place to place.

COMPETENCY GOALS

1. The learner will demonstrate the ability to measure.
2. The learner will develop skill in the use of instruments.

OBJECTIVES

1. The student will measure air temperature with a thermometer.
2. The student will recognize that air temperatures can vary from place to place in the coastal ecosystem.

MATERIALS

thermometer
aluminum foil
cardboard tube (from the inside of a roll of paper towels)
115 cm long stick
masking tape

PROCEDURE

1. Wrap the tube with foil (reflecting side outward).
2. Tape the tube to the top of the stick in a "T" formation.
3. Record the air temperature at different locations in the coastal ecosystem (open beach, dune area, interior island area, marsh area and maritime forest area) by inserting the stick into the ground 15 cm deep and placing the thermometer into the tube. Make sure the bulb portion of the thermometer is in the shaded portion of the tube. Allow the thermometer to stay in the tube for two minutes and record the temperature.
3. If one is keeping a COASTAL ENVIRONMENT TABULATION CHART: APPENDIX B, record these data in the appropriate locations.

APPENDIX A

TOOL CHEST

HOMEMADE LEVEL

MATERIALS

test tube
water
ammonia
cork to fit test tube
tape (black plastic or colored tape works best)
knife
wax candle
matches
If the test tube has a lip, a popsicle stick will be needed.

PROCEDURE

1. Fill the test tube almost full of water and add a drop of ammonia.
2. Cork the tube so that a small bubble remains.
3. Cut off the top of the cork.
4. Let the wax from a burning candle seal the cork and test tube.
5. If the test tube has a flared lip, tape a popsicle stick to the side as shown in the diagram.
6. Place tape "markers" (A and B) 1.5 cm on each side of the center of the water portion of the test tube. See Figure 26.

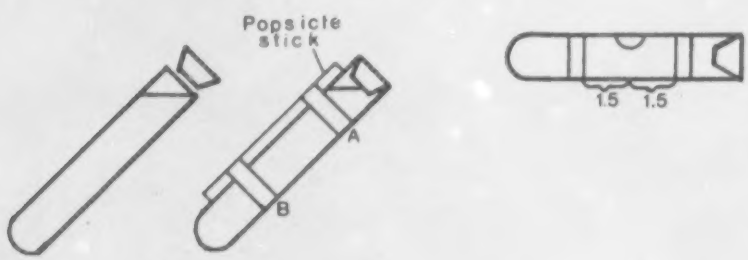


Figure 27. Homemade Level.

SOURCE

Laetsch, Watson M., director. Outdoor Biology Instructional Strategies. Set I. Berkley, California: University of California, 1975.

MEASURING ROD

MATERIALS

2-3 m long stick (a tobacco stick, old broom handle, or 2" x 2" piece of lumber
outdoor paint
paint brush (approximately 2 cm wide)
meter stick
marker (water resistant)

PROCEDURE

1. Divide the rod into sections of 5 cm each.
2. Paint every other interval.
3. Mark a ring with the marker at the meter interval boundary lines. See Figure 27.

Figure 28. Measuring Rod.

SOURCE

Laetsch, Watson M., director. Outdoor Biology Instructional Strategies. Set II. Berkley, California: University of California, 1875.

CURRENT FLOAT JUG

MATERIALS

plastic jug (gallon size milk or clorox jug with lid)
coat hanger
piece of bright cloth for a flag
piece of string
sand (from the beach)

PROCEDURE

See Figure 28.

1. Straighten out coat hanger and attach it to the jug making a loop to fit around the bottom of the jug snugly. This can be done by twisting the wire. Bend the rest of the wire up along the side of the jug.

2. Tie a string from the wire to the jug's handle.

3. Tie a cloth to the top of the wire for the flag.

4. Sand will be added to the jug at the area the float is to be used.

SOURCE

Cultrea, S. Field Investigations for Beach and Marsh. Kittery, Maine: Regional Academic Marine Project, [n.d.], pp.11-12.

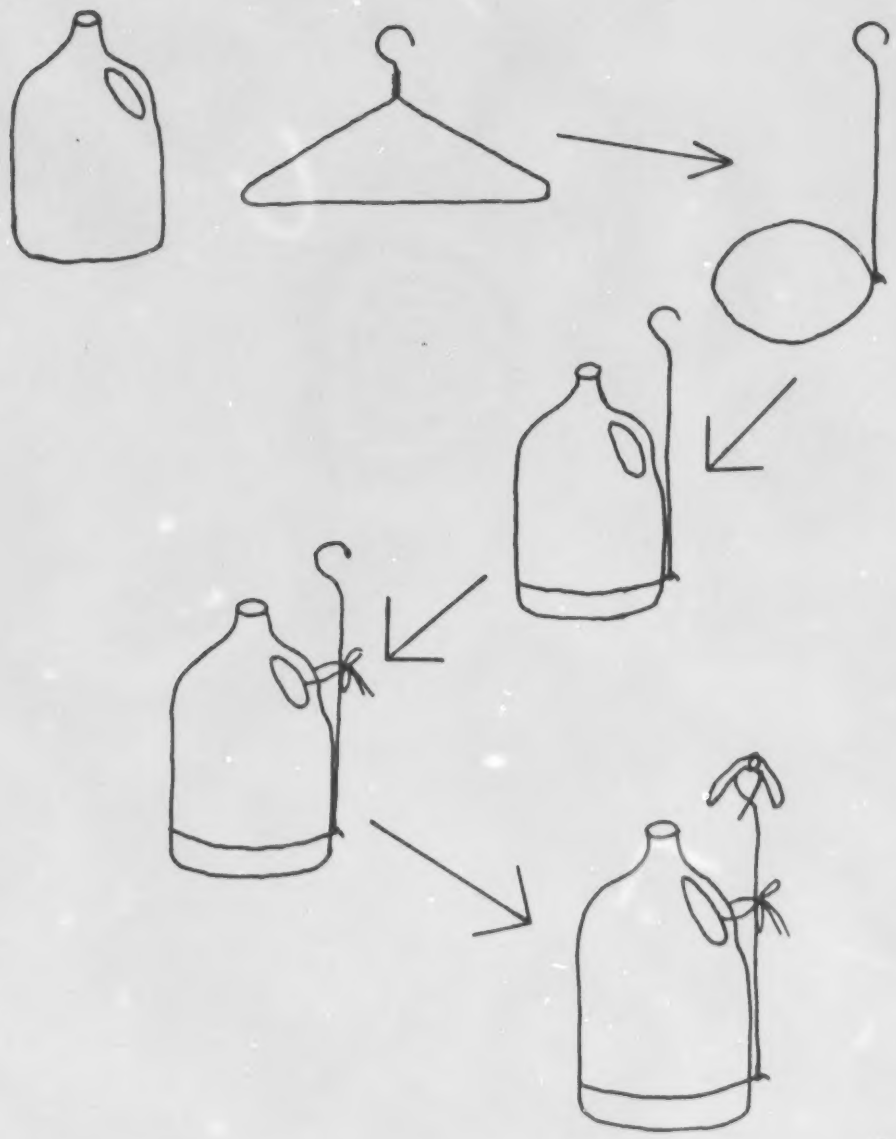


Figure 29. Float Construction.

APPENDIX B

COASTAL ENVIRONMENT

TABULATION CHART

Coastal En ironment Tabulation Chart

Student:_____ Location:_____ Date:_____

Environmental Factors	Time of Day	Open Beach	Dune Area	Interior Island	Marsh Area	Maritime Forest	Optional Area
Air Temperature							
Soil Temperature							
Wind Velocity (RPM)							
Wind Direction							
Salinity							
Humus Analysis 1=low levels 2=mod. levels 3=high levels							
Water Hardness 1=hard 2=mod. soft 3=soft							
Percolation Rates (Time Taken)							
Light Intensity 1=low intensity 2=med. intensity 3=high intensity							
Evaporation Rates 1=slow evap. 2=mod. evap. 3=fast evap.							

72

APPENDIX C

HOW TO READ

A

TIDE TABLE

HOW TO READ A TIDE TABLE

Some lessons should be carried out or started on certain types of tides (high or low). Often it is necessary to know how to read a tide table.

Tide tables can be obtained from boating, fishing and diving shops, coastal city chambers of commerce and some newspapers.

Tide tables give the times of high and low tides. Most tide tables give you these times plus a number for each tide. This number tells one the height of the tide above a reference point called mean low tide. Mean low tide is the average level of low tides. For example, if a tide level is given as 4.3, it will be 4.3 units above this mean low tide reference point. Negative numbers mean the level is below mean low tide. To determine the vertical height of the intertidal zone for any set of high - low tides, subtract the low tide number from the high tide number.

REFERENCE

Laetsch, Watson M., director. Outdoor Biology Instructional Strategies. Set II. Berkley California: University of California, 1975.

APPENDIX D

THE FIELD NOTEBOOK

AND

PROPER SAMPLING TECHNIQUES

THE FIELD NOTEBOOK AND PROPER SAMPLING TECHNIQUES

The Field Notebook is a very valuable tool. Any notebook will do. One with a sturdy back will facilitate writing. The notebook should be kept as neat as possible. It does no good to record data if one cannot read them later. In recording data, make sure that the information is labeled correctly so there will be no doubt as to the interpretation of the data (proper units, etc.). In giving site descriptions, be accurate and specific. With even a short time passage, it may be difficult to remember one area from another. A characterization of an area with accurate data in a Field Notebook makes an excellent permanent record.

In taking field samples, first of all, a good site description should be recorded in the Field Notebook. Secondly, the sample should be bagged and labeled to match a corresponding number in the notebook. When samples are returned to the classroom, it is important to know the exact location from which the sample or specimen was taken. Plastic bags and markers make excellent "collectors" and "labelers". Do not contaminate the samples. For example, in collecting soil samples, make sure the trowel is cleaned before the next sample is taken.

APPENDIX E

PROTECTION OF THE ENVIRONMENT

PROTECTION OF THE ENVIRONMENT

Students running at will over the beach, dunes, etc. can do considerable damage to both plant and animal life and disrupt dune stabilization. Students need to be impressed with the idea that the "beach area" should look as neat or even neater when they leave as it did before they arrived.

Some lessons in this field guide involve digging and walking on dunes. Stress to the students that it is important to avoid walking on vegetation or "homes" of beach animals. Also, make sure all holes that have been dug are refilled.

Remember, there is a great lesson in just learning to appreciate and to preserve an environment.

APPENDIX F

UNIT TESTS

COASTAL STUDIES TEST

Multiple choice - Select the BEST answer. Do not write on this test. Write the letter of the correct answer beside its number on the answer sheet.

1. Longshore currents travel

   a. toward the shore.
   b. away from the shore.
   c. along the shore.

2. The strike is given in reference to

   a. south.
   b. southeast.
   c. north.
   d. southwest.

3. Five wave crests pass a certain point in 40 seconds. The average wave period is

   a. 40 seconds.
   b. 5 seconds.
   c. 200 seconds.
   d. 8 seconds.

4. A vertical measure of a wave from crest to trough is called wave

   a. period.
   b. height.
   c. frequency.

5. Ten wave troughs pass a stationary post in the ocean taking 2 minutes. The frequency of these waves is

   a. 20 cycles per minute.
   b. 12 cycles per minute.
   c. 5 cycles per minute.

6. The saltiest water in the "coastal system" is located in the

   a. ocean.
   b. water table.
   c. marsh.

7. In approximately one day there are

   a. 2 high tides.
   b. 1 high tide.
   c. 3 high tides.
   d. 4 high tides.

8. On a steeply sloping beach the horizontal advance of water between high and low tide lines is (a. more; b. less) than on a very flat beach.

9. As a general rule, moving away from the beach, there is (a. more; b. less) sand overlying the water table.

10. Large piles of sand on a beach are called

    a. hills.
    b. dunes.
    c. tidal flats.

TRUE-FALSE (Use T for true and F for false.)

11. A profile of a sand dune shows an "outline" of the sand dune.

12. Natural dune stabilization by vegetation has advantages over manmade devices such as sand fences.

13. The side of a sand dune toward the ocean is the leeward side of the sand dune.

14. Slipface and leeward are identical terms.

15. All grains of sand are of the same size and type.

16. Accurate measurement is important in mapping.

17. Ocean water is hard water.

18. Soil temperatures in all parts of the beach are the same.

19. All land areas of the coastal system absorb water at the same rate.

20. One method of learning about the subsurface soil is by coring.

21. Different areas of the coastal system have different soil types and layering.

MATCHING (Write the correct letter beside its number on the answer sheet.)

22. Soil humus	a. Wind speed measurement instrument
23. Anemometer	b. Water transformed to vapor
24. Light intensity	c. Organic materials
25. Evaporation	d. Amount of light available to an area

ANSWER SHEET NAME_____

Write the letter of the correct answer.

1.
2.
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25.

Key to Coastal Studies Test

1. C
2. C
3. D
4. B
5. C
6. A
7. A
8. B
9. A
10. B
11. T
12. T
13. F
14. T
15. F
16. T
17. T
18. F
19. F
20. T
21. T
22. C
23. A
24. D
25. B

NAME:_____ DATE:_____ SEX: M F _____
Circle one

COASTAL STUDIES ATTITUDE SURVEY

Directions: Circle the letter that best describes your feelings toward the subject. "C" is neutral.

MEASURING THE MOVEMENT OF TIDES IS . . .

1.	Unimportant	A	B	C	D	E	Important
2.	Boring	A	B	C	D	E	Interesting
3.	Dull	A	B	C	D	E	Fun

MAPPING A DUNE PROFILE IS . . .

4.	Unimportant	A	B	C	D	E	Important
5.	Boring	A	B	C	D	E	Interesting
6.	Dull	A	B	C	D	E	Fun

LOCATING AND STUDYING THE WATER TABLE IS . . .

7.	Unimportant	A	B	C	D	E	Important
8.	Boring	A	B	C	D	E	Interesting
9.	Dull	A	B	C	D	E	Fun

DETERMINING THE STRIKE AND DIP OF SAND DUNES IS . . .

10.	Unimportant	A	B	C	D	E	Important
11.	Boring	A	B	C	D	E	Interesting
12.	Dull	A	B	C	D	E	Fun

ANALYZING SOIL LAYERS IS . . .

13.	Unimportant	A	B	C	D	E	Important
14.	Boring	A	B	C	D	E	Interesting
15.	Dull	A	B	C	D	E	Fun

MEASURING OCEAN WAVE HEIGHT, FREQUENCY AND PERIOD IS . . .

16.	Unimportant	A	B	C	D	E	Important
17.	Boring	A	B	C	D	E	Interesting
18.	Dull	A	B	C	D	E	Fun

DETERMINING SALINITY AND WATER HARDNESS IS . . .

19. Unimportant A B C D E Important

20. Boring A B C D E Interesting

21. Dull A B C D E Fun

COMPARING SOIL PERCOLATION RATES IS . . .

22. Unimportant A B C D E Important

23. Boring A B C D E Interesting

24. Dull A B C D E Fun

DETERMINING WIND SPEED AND DIRECTION IS . . .

25. Unimportant A B C D E Important

26. Boring A B C D E Interesting

27. Dull A B C D E Fun

MEASURING LONGSHORE CURRENT SPEED IS . . .

28. Unimportant A B C D E Important

29. Boring A B C D E Interesting

30. Dull A B C D E Fun

DISCOVERING THAT DIFFERENT LOCATIONS OF THE COASTAL ENVIRONMENT HAVE DIFFERENT CHARACTERISTICS IS . . .

31. Unimportant A B C D E Important

32. Boring A B C D E Interesting

33. Dull A B C D E Fun

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